

Section V: IDM SITE REVIEW

District: _____

School Bldg: _____

Curriculum area(s) being addressed:

- ___ Reading
- ___ Math
- ___ Behavior
- ___ other: _____

Grade level(s): _____

District/Building contact person information

Name: _____

Phone: _____

Email: _____

AEA/DE Coach: _____

Note: This form should be completed by the appropriate LEA personnel along with the AEA/DE designated site coach.

Assessments

(A) SCREENING		
Quality Indicator	Existence: √	Comments
Process	<input type="checkbox"/> Process to screen all students in identified area	
Process Components	Screening Process: <ul style="list-style-type: none"> <input type="checkbox"/> Allows for decision-making 3 or more times a year <input type="checkbox"/> Is already aligned in the district policies for those students who participate <input type="checkbox"/> Has established decision-making criteria 	
Tools	Assessment tools: <ul style="list-style-type: none"> <input type="checkbox"/> Technically adequate <input type="checkbox"/> Aligned to district curriculum <input type="checkbox"/> Aligned to district standards and benchmarks <input type="checkbox"/> Maximize probability students' needs are portrayed 	

What are the criteria that applied to the screening data to determine which students require additional supports (e.g., cut points)?

Comments:

(B) DIAGNOSTIC ASSESSMENT		
Quality Indicator	Existence: √	Comments
Process	Process to gather diagnostic information from sources at: <input type="checkbox"/> group level <input type="checkbox"/> individual level	
Process Components	Diagnostic Process Components: <input type="checkbox"/> Allows for decision-making 3 or more times a year <input type="checkbox"/> Includes a process to determine which students should be exempted <input type="checkbox"/> Has established decision-making criteria	
Tools	Assessment tools: <input type="checkbox"/> Connected to the core cycle curriculum <input type="checkbox"/> Aligned to district curriculum <input type="checkbox"/> Aligned to district standards and benchmarks	

Comments:

(C) FORMATIVE ASSESSMENT		
Quality Indicator	Existence: √	Comments
Process	<input type="checkbox"/> Process to gather formative assessment in content area indicated	
Process Components	Formative assessment process components allow for ongoing decision-making to help inform instructional decisions: <ul style="list-style-type: none"> <input type="checkbox"/> Two times per month for the SUPPLEMENTAL CYCLE <input type="checkbox"/> One time per week for the INTENSIVE CYCLE 	
Assessment Tools	Supplemental: <ul style="list-style-type: none"> <input type="checkbox"/> Technically adequate <input type="checkbox"/> Connected to core cycle curriculum <input type="checkbox"/> Aligned to district curriculum <input type="checkbox"/> Aligned to district standards and benchmarks Intensive: <ul style="list-style-type: none"> <input type="checkbox"/> Technically adequate <input type="checkbox"/> Connected to core cycle curriculum <input type="checkbox"/> Aligned to district curriculum <input type="checkbox"/> Aligned to district standards and benchmarks 	
Decisions	Leads to decision about continuing instruction/ curriculum or targeting instruction: <ul style="list-style-type: none"> <input type="checkbox"/> SUPPLEMENTAL CYCLE <input type="checkbox"/> INTENSIVE CYCLE 	

Comments:

Systems

Quality Indicator	Existence: √	Comments
Administrative Involvement in Decision Making	<input type="checkbox"/> Principal(s) support and participate in the use of data-driven decision-making instruction	
Administrative Support for Professional Development	<input type="checkbox"/> Principal supports and participates in ongoing professional development and technical assistance	
Instructional Leadership	<input type="checkbox"/> There is a leadership team involved in reviewing data and making decisions	
Distributed Leadership	<input type="checkbox"/> The leadership team includes teachers and those who are responsible for implementation	
Quality Professional Development	<input type="checkbox"/> Aligned with Iowa Professional Development Model	
Coordination	<input type="checkbox"/> Three cycles (core, supplemental, intensive) are coordinated to ensure fluidity and flexibility (e.g., communication and collaboration occur) <input type="checkbox"/> Coordination is seen through student scheduling adaptations <input type="checkbox"/> Resource allocation (personnel)	

Comments:

Cycles

(A) CORE CYCLE The combination of instructional practices, materials, and strategies that comprise the instruction provided in the general classroom for most students.		
Quality Indicator	Existence: √	Comments
Student Performance	<input type="checkbox"/> Core cycle of instruction is meeting the needs of most students (>80% are proficient) <input type="checkbox"/> Those students who may benefit from instructional differentiation are identified	
Curriculum & Instruction	<input type="checkbox"/> A process to analyze the core cycle including curriculum and instruction is utilized	
Strategies	<input type="checkbox"/> Scientifically-based research strategies are implemented	

Comments:

(B) SUPPLEMENTAL CYCLE

Differentiated or extended instruction for students requiring instruction in addition to or outside the realm of what the core cycle can provide. It is targeted instruction/curriculum and is most often provided in small groups.

Quality Indicator	Existence: √	Comments
Student Performance	<input type="checkbox"/> Supplemental cycle is meeting the targeted instructional and/or curricular needs of students	
Curriculum & Instruction	<input type="checkbox"/> A process to analyze supplemental cycle of instruction/curriculum is used	
Strategies	<input type="checkbox"/> Supplemental cycle researched based strategies are in place <input type="checkbox"/> The researched based strategies are working	
Grouping	<input type="checkbox"/> Flexible grouping is occurring and is based on student achievement data	
Time	<input type="checkbox"/> Additional instructional time is being provided, is protected and is sufficient	
Setting	<input type="checkbox"/> Instruction is provided in a setting conducive to learning (e.g., physical structure of the room, inclusive, student behaviors)	
Documentation Requirement	<input type="checkbox"/> A plan is written that includes each student <input type="checkbox"/> Instructional strategies and the curriculum used are documented <input type="checkbox"/> Student progress is monitored regularly	
Personnel	<input type="checkbox"/> Instruction is provided by personnel who are adequately trained and licensed to provide services	

Comments:

(C) INTENSIVE CYCLE ... Instruction/curriculum that is significantly differentiated and individualized to meet the needs of the student. It is instruction/curriculum provided in a small group or one to one.		
Quality Indicator	Existence: √	Comments
Student Performance	<input type="checkbox"/> Intensive cycle is meeting the needs of students	
Curriculum & Instruction	<input type="checkbox"/> A process to analyze the intensive cycle curriculum and instruction is used	
Strategies	<input type="checkbox"/> Intensive cycle researched-based strategies are in place <input type="checkbox"/> The research-based strategies are working	
Grouping	<input type="checkbox"/> Flexible grouping is occurring <input type="checkbox"/> Flexible grouping is based on student data	
Time	<input type="checkbox"/> Instructional time is provided <input type="checkbox"/> Instructional time is protected <input type="checkbox"/> Instructional time is sufficient	
Setting	<input type="checkbox"/> Instruction is provided in a setting conducive to learning (e.g., physical structure of the room, inclusive, student behaviors)	
Documentation Requirement	<input type="checkbox"/> An individual plan is written for each student <input type="checkbox"/> Instructional strategies and the curriculum are documented <input type="checkbox"/> Student progress is monitored regularly	
Personnel	<input type="checkbox"/> Instruction is provided by personnel who are adequately trained and licensed to provide services	

SITE PLAN

<p>PRIORITIES (based on <i>Review Form</i> information)</p>	
<p>GOALS (for school year)</p>	

ACTION PLAN

SCHOOL DISTRICT/BUILDING _____

FOCUS AREA (Reading, Math or Behavior): _____

TARGET LEVEL (Elementary, Middle, High School): _____

GOAL: _____

Action Steps	Persons Responsible	Timelines	Resources or Support Needed	Indicators of Success with Documentation

Action Steps	Persons Responsible	Timelines	Resources or Support Needed	Indicators of Success with Documentation